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| **Level 4 - Grade 5**  Students were asked to complete a recount on their school holidays. They were given a set time frame to complete the task. We encouraged our students to use organisational strategies to ensure they completed this task on time. Students were expected to do a draft and final good copy. The checklist below has been completed by your child’s teacher to show what your child achieved after completing their recount.  Name: Mikayla Bennett  The highlighted boxes show the criteria which was demonstrated in this students recount piece. |
| |  | | --- | | **E: Well Below Standard** | | The recount piece has a clear purpose, to describe their experiences. | | Composition of three or four logically ordered paragraphs. | | Created a recount that keeps in mind that their audience will have different needs and interests than themselves e.g. haven’t been to the place before. | | Used a combination of writing and pictures to describe their experiences in print or electronic texts. | | Correct spelling of two-syllable words with regular spelling patterns, and plausible attempts at spelling two-syllable words with irregular spelling patterns. | | **D: Below Standard** | | Correct order and sequencing of events using some detail or illustrative evidence has been shown. | | The recount contains several logically ordered paragraphs that include ideas and information about familiar topics. | | Their text meets the needs of their audience including appropriate background information. | | They have included a variety of simple and compound sentences, using verb tenses correctly. | | They used punctuation to support meaning, including exclamation marks and quotation marks. Accurate use of full stops, commas and question marks. | | They have used vocabulary appropriate to the recount and spell most one-and two-syllable words with regular spelling patterns, and frequently used words which have less regular spelling patterns. | | They’ve used sound and visual patterns when attempting to spell unfamiliar words. | | **C: At Standard** | | Included familiar ideas and information for the specific recount purpose and audience, print or electronic. | | Used the five strategies; planning, drafting, proofreading, editing and revising. | | Used appropriate vocabulary, punctuation and tense to suit a recount text. | | Has included typical features of a recount e.g. introduction, paragraphs and summarising paragraph. | | Correct spelling of frequently occurring two- and three-syllable words. | | Use of strategies to spell unknown words. | | **B: Above Standard** | | Produced the recount for that specific purpose and audience, print or electronic. | | Use of strategies when planning the text, e.g. using models of others writing. | | Deletion of unnecessary information or addition of new information when editing and revising writing. | | Inclusion of appropriate visual images and information in print or electronic texts. | | **A: Well Above Standard** | | Used strategies and features of a recount, print or electronically. | | Appropriately organised main and subordinate points. | | Selected vocabulary, text structures and visual features to effectively communicate their experiences. | | Used their knowledge of spelling patterns, including morphemic knowledge (prefixes, suffixes, plural endings etc), visual and phonic patterns. |   Teacher comment:  You have made a sound effort Mikayla! You have shown that you understand what a recount piece of writing is. You have begun to use paragraphs in your writing, and this helps to maintain sequence in your writing! You have also used a variety of different language which helps readers to maintain interest! Well done! |